

Environmental Reflection

Open area to for children to run and play games

Dynamic equipment area for climbing, crawling, balancing and swinging

Nature art area: rock mosaics, small world play, drawing, painting, sculpting

Loose parts/movable items: acorns, pinecones, sticks, containers, wood pies and cookies

Gardening area: growing and tending plants, critter habitats

Gathering area to read and relax

Messy materials area with sand, water, dirt digging

Storage area

Tools/technology: binoculars, clipboards, simple machines: inclined planes, pulleys, wheels, etc

Nature-based programs often include these areas for children to engage in child-led exploration and learning. What hazards do you envision in each of these areas?

- Open area to for children to run and play games
- Dynamic equipment area for climbing, crawling, balancing and swinging.
- Nature art area
- Loose parts/movable items
- Gardening area
- Gathering area to read and relax
- Messy materials area with sand, water, dirt digging
- Storage
- Tools/technology – simple machines, tools for exploration magnifying glass

Hazard: A hazard is any source of potential damage, harm or adverse health effects to a child. These are also known as hazards: actions, objects, features, plants, animals, or people that could be a source of harm.

Risk: A situation where a child recognizes a challenge, evaluates it, and decides for themselves on a best course of action.

Individual Reflection: Environmental risk assessment

What risks exist in your current or planned environment? What rules or guidelines will you need to create in order to keep children safe and provide a safety net to allow for risky play? List two specific goals for your program.